DOCUMENT RESUME

ED 378 493 CG 025 893

AUTHOR Rich, John Martin; DeVitis, Joseph L.
TITLE Theories of Moral Development. Second Edition.
REPORT NO ISBN-0-398-05924-1
PUB DATE 94
NOTE 156p.
AVAILABLE FROM Charles C. Thomas, Publisher, 2600 South First St., Springfield, IL 62794-9265 ($34.95 hardback; paperback: ISBN-0-398-05924-1, $19.95).
PUB TYPE Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Behavior Theories; Cognitive Development; *Developmental Stages; Developmental Tasks; *Ethics; Integrity; *Moral Development; *Moral Values; Personality Development; Social Cognition; Socialization; Social Psychology

ABSTRACT

The introductory chapter clarifies key terms and lays the background for different theories of moral development. Chapter 2 surveys competing models from various schools of thought on the initial origins of morality in childhood. The works discussed include those of Freud, Jung and Piaget. Chapter 3 includes: Erik H. Erikson's sociocultural synthesis, particularly the concept of identity crisis; Robert J. Havighurst's description of developmental tasks; Martin J. Packer's studies of hermeneutics and moral action; and Martin L. Hoffman's research on empathy and social cognition. Chapter 4 covers the explicit body of data-based research that has focused on knowledge about how higher education affects or does not affect moral development. Chapter 5 presents a panoramic view, drawn from various sources, of lifelong patterns and detours (some presumably invariant, others presumably changeable) that stem from a growing body of research. The final chapter addresses certain issues pertinent to all moral development theories: pluralism and heterogeneity of the field; theory development; determinism and nondeterminism; and morality and immorality. (BF)

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